

The role of character education programme in developing students' cognitive and non-cognitive abilities and teachers' competencies

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Abstract

At present, research on the character of students and their academic and social abilities has attracted the attention of researchers. The Ministry of Education has included character education in every lesson in order to develop students' academic and social abilities. This study aims to examine the role of character education programmes on the teacher's self-assessment ability to improve self-quality, perceptions and attitudes of students in socialising with school personnel and students' cognitive and non-cognitive abilities. This study uses a quasi-experimental method to pilot the character education programme designed by the researcher. Evaluation was conducted through self-assessment of the attitudes and academic abilities of teachers and students. The results show that the character education programme can improve students' social and cognitive abilities and can also increase the teacher's self-assessment ability to develop their professional competencies. The implication is that the programme of character education can be an alternative for schools to develop the social and academic abilities of teachers and students.

Keywords: Character education programme, cognitive and non-cognitive abilities, teacher competencies.

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1. Introduction

Currently, the attention of researchers and policymakers to student character education is increasing rapidly. This increase in attention was caused by the increasing number of cases showing the poor character of students, such as bullying, brawls and so on. Various policies, both laws and regulations and the policies of the Minister of Education, strongly support the academic abilities and character of students. Stakeholder attention is also supported by some research funding that examines student character education. Although character education has become a major concern, the implementation of education in schools is still largely focused on improving student academic achievement (Bates, 2019; Hadiano et al., 2022; Hart et al., 2020). The importance of character education has been supported by curriculum changes that have incorporated character elements into it. However, schools still find it difficult to focus on two aspects at once, namely academic achievement and student character. The education of character does not only affect students' academic abilities but also their social abilities. This has been proven by several previous studies (Chi-Kin Lee et al., 2021; Christou, 2013; Curren, 2016).

In the ecological model, there are several levels of student development that influence each other. This model combines various components that exist in children, including the child's character, proximal zone, social interaction and the environment that forms the child's personality (Dobson & Dobson, 2021; Hoon, 2014). Among these aspects, it was found that the most influential component was the proximal process or the child's social interaction. So, this research focuses on teachers and students who work together to achieve the goal of academic achievement and good personality. This research was conducted based on the theory that when teachers are able to instil good character values, students' academic competence is also positively correlated. The model for character education programmes that involve teachers and students can be seen in Table 1. This programme combines a model of professional development and student competency development that can affect academic achievement and student character and can improve the teacher's self-assessment competence (Qoyyimah, 2018; White & Shin, 2017).

Through this study, the researcher tested the character education model designed by the researcher in order to support the Ministry of Education's programme in improving the character of students in Indonesia. This model focuses on the cognitive and non-cognitive competence of students. This programme focuses on the character, social skills, ethics and academic competence of the elementary school student. The main purpose of this research is to improve the character and social abilities that affect the attitudes, motives and behaviour of students and teachers. Through this character education programme, teachers are trained to provide quality learning processes in order to shape students' character. This programme involves teachers and students by integrating social, ethical and emotional values, as well as academic competence into the learning process. In addition, this programme also integrates character education into routine activities in the classroom and school. This research studies the character education programme by adopting professional development for teachers and students' character development.

2. Literature review

2.1. Character education

In today's global era, education must be able to maintain the culture and national identity in the midst of the onslaught of various cultures and civilisations of other nations (Russell & Waters, 2014; Stephens & Wangaard, 2013). Indonesia is very rich in ethnic and cultural diversity, so Indonesia needs to be able to become an independent nation in the sense of being able to meet the various needs of the community in accordance with their hopes, ideals and dreams. Character is a characteristic of a person or individual, a person's behaviour in the environment. It can also be said as a person's lifestyle in both the family and the environment, or can be interpreted as an assessment of someone's good (Walker et al., 2015; Waters et al., 2020). It can be concluded that character is an assessment of what looks good from the perspective of the environment, lifestyle or

language style that can be the conclusion of a person's assessment and the tendency to function morally. Character is defined as an individual's way of thinking and behaving to live individually or in groups. Someone who has good character means he can make decisions and be responsible for his decisions.

Character education is guiding the individual as a whole to have good character based on their heart, mind, body, taste and intention. Furthermore, character education is also defined as moral education to develop the ability to behave well in life. Furthermore, character education is a system in instilling good character values to all school members so that they have knowledge and actions that are in accordance with norms and rules (Snyder et al., 2010; Stephens & Wangaard, 2013). Based on these various understandings and definitions, it can be concluded that character education is an attempt to introduce and instil character values in students so that students can know, think and act with moral considerations in making decisions or facing problems. Character education is carried out so that a person can identify problems, think and act by considering values and norms (McGrath et al., 2022; Paul et al., 2020). The character education programme designed by the researcher is to combine teacher professional development and student character development. The framework of the designed character education programme model is presented in Table 1.

2.2. Cognitive, non-cognitive competencies and teacher competencies

A person's ability can be seen from their cognitive and non-cognitive aspects. Cognitive abilities are better known as academic and intellectual abilities. Moreover, it has also been recognised that cognitive skills measured by achievement tests are not the only determinant of individual quality. Non-cognitive factors are related to emotional and social (Hadianto et al., 2021b; McGrath et al., 2022; Qoyyimah, 2016). The term 'non-cognitive skills' is used by scientists for various traits believed to be different from skills measured by IQ tests and achievement tests, such as personality or character, motivation or interests. There are many factors that affect a person's cognitive and non-cognitive development. This influence has been associated with a person following growth since childhood. These factors are interrelated which can be seen in the framework of thought or social determinants for the growth and development of early childhood (Dobson & Dobson, 2021; Hadianto et al., 2021a; Waters et al., 2020). These factors are from the deepest circle starting from the individual child himself, then the family or caregiver who raises the child, the relationship with the place of residence and the surrounding community and the conditions in which the child lives.

Teacher competence is the ability of a teacher to carry out his duties and obligations properly and responsibly. Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities that thoroughly form the standard competencies of the teaching profession, which includes mastery of the material, understanding of students, educational learning, personal development and professionalism (Hart et al., 2020; Paul et al., 2020). Social competence in which there is a component of the teacher's character has a significant impact on other competencies. Teachers who have good character can assess their capacity, can socialise and so on. These abilities are believed to be able to improve the quality of teachers in managing the learning process and socialising with both teachers and other school personnel. Several previous studies have proven that this component of the teacher's character has a significant impact on teacher competence (Qoyyimah, 2018; White & Shin, 2017).

2.3. Character education programme model

The character education model designed by this researcher is considered to have the capacity to develop the professional abilities of teachers and students' character. One model of character education that is currently often used is the character development programme (CDP) model. The researcher adopted the character education programme model and adjusted the character values suggested by the government (Hoon, 2014; Marshall et al., 2011). Experience is an important factor for students in instilling character values. Experience becomes the task of the teacher who must

facilitate both the learning process and outside of learning. Experiences that are of concern include maintaining relationships between adults and children, instilling social values by teachers, students involved in cooperative and collaborative learning, encouraging critical thinking, paying attention to morals and ethics and training students to be given attention and care for others. Practicing student communication through social groups is an important component for developing student character. This is supported by several social and psychological theories. There are four psychological needs to foster student motivation, including emotional security, emotional connection, communication that supports physically and the development of self-esteem. Schools must survey and facilitate the community to always be involved in the school. Community development in schools is a facility that not only facilitates students to develop academic competence and student character.

Table 1

Character Education Programme Model

Aspect and participants	Intervention	Temporary results	Lasting results
Professional competency development through character education programmes	Implementation of the character education model	The teacher's attitude and self-assessment of his abilities, his friends, the school atmosphere is improving	Students' abilities increase both cognitive and non-cognitive abilities
Staff and students	Community awareness	to raise Students' attitudes and perceptions about the school atmosphere, teachers and friends improve	Improving the sustainability of the character education model
Teachers	Provide politeness	language	Class community of students with an increased sense of caring
School atmosphere	Discipline improvement		Improved school atmosphere by increasing a sense of caring for others
	Teacher's response to the implementation of character education programmes		

Some of the previous studies have investigated the effect of character education on student competence. The character education model is proven to be effective in increasing students' sense of solidarity. Students who have a sense of solidarity and togetherness are positively correlated with students' personal and social qualities (Dobson & Dobson, 2021; Martinson, 2003). In addition, students who have a better sense of solidarity show higher achievement motivation, higher learning motivation and students' reading comprehension ability. In another study, the impact of programmes on elementary school students was compared with schools that were not given a programme. Schools that received the character education programme showed positive changes in student behaviour and had drastically decreased the level of conflict between students and teachers. In

contrast, schools that did not implement character education programmes still show many cases of conflict in their schools (Chi-Kin Lee et al., 2021; Hart et al., 2020). The implementation of this character education programme lasts for one semester (6 months) involving school staff and students at the elementary school level. In addition, another study surveyed the quality of education among schools that implemented character education and did not implement character education. The survey components were conducted on the school atmosphere; the quality of the learning process; and the level of satisfaction in carrying out work. From the results of the survey, it was found that the level of activity of the school community was more intensive; the level of discipline was better; students' communication skills were polite and courteous; they had good reading skills; and overall achievement were better. Based on these studies, it can be concluded that character education is a very important foundation in order to improve academic and non-academic competencies.

In the current study, researchers piloted a character education programme that was designed by adopting the CDP model and combined with the character values recommended in Indonesia. The design component of this character education programme focuses on 1) school activities that involve student, community and problem-solving cooperative activities; 2) develop discipline to respect each other between students and teachers; 3) integrate language characters in the learning process; 4) encourage students' reading ability; and 5) encourage students' pro-social activities at school and family. Through this research, the researcher formulates the research problems which are as follows:

- 1) How does the character education programme affect the self-assessment ability of professional teachers?
- 2) How does the character education programme affect students' perceptions and attitudes when dealing with teachers, friends and other school staff?
- 3) How does the character education programme affect students' cognitive and non-cognitive abilities?

3. Method and materials

3.1. Participant

This study uses a quasi-experimental research method by providing a control group. The research design used was the non-equivalent control group design, namely the experimental group and the control group were not chosen randomly. In this design, both the experimental group and the control group were compared before and after the programme intervention. The sample selection technique used purposive sampling by taking into account several aspects. The sample selected came from three categories, namely bona fide, middle and low. In addition, the determination of the location of schools is also based on three categories, namely urban areas, semi-urban areas and rural areas that are still in the Bandung area. This study involved 10 elementary schools to see the effectiveness of the implementation of the character education programme with the composition of 5 schools being the experimental group and 5 schools being the control group. Students from 10 elementary school levels consist of various backgrounds; 56% of the students come from families with low socio-economic status; and 20% of the students have single parents. The number of students and teachers involved in this study were 420 elementary school teachers from 10 schools ($n = 220$ experimental group, $n = 200$ control group) and 4,300 primary schools students from grades 3 to 5 ($n = 2,300$ experimental group and $n = 2,000$ control group). The demographic presentation of teaching and student participants can be seen in Tables 2 and 3. From the data of the two groups of participants, there is no significant difference in the demographic data of the two groups.

Table 2
Teacher Demographic Data

Variable	Intervention (n = 220)	Control (n = 200)
Gender		
Female	96%	97%
Male	10%	6%
Ethnicity		
Sundanese	90%	86%
Non-Sundanese	10%	14%
Teaching of grade		
Kindergarten	23%	23%
First	26%	21%
Second	24%	22%
Third	22%	20%
Fourth	20%	10%
Fifth	23%	21%
Other	34%	30%
Academic degree		
Bachelor	18%	10%
Master	80%	87%
Doctorate	2%	3%
Age	55.2 years (SD = 13.4)	51.3 years (SD = 14.5)
Experience	20.2 years (SD = 12.5)	11.2 years (SD = 11.3)

Table 3
Demographic Characteristics of the Students

Variable	Treatment (n = 2,300)	Control (n = 2,000)
Gender		
Female	62%	60%
Male	48%	40%
Age (years olds)		
8	20%	20%
9	30%	25%
10	30%	25%
11 and older	20%	30%

3.2. Implementation of the character education programme

The programme of character education for teachers is carried out in the context of developing the professional competencies of teachers. Data was collected using a questionnaire with a Likert scale with 10 items. Participation is taken during the programme process. Assessment is also carried out at the pre- and post-stages of the character education programme. Eight schools in the 95% participating group met the criteria for teacher and student participation; and two schools had programme participation of around 100% of teachers and students. The professional development of teachers used a model from the literature (Arthur & Carr, 2013; Bates, 2019). The knowledge possessed by the participating instructors increased with the average score at the pre-test and post-test processes being 20 and 60.8, respectively. This shows that the programme for teachers has a positive influence. The *t*-test was used to see the effect of the programme on professional

competence and teacher self-assessment. The results showed a significant increase in knowledge with a value of $t(375) = 41-78$, with a value of $p < 0.001$. The average score on the professional development component of the pre-test summative score was 30.56, which increased to 70.65 in the post-test. This means that the programme makes a positive and significant contribution to the participants with a t -value (357) = 46.76 at a p -value of $p < 0.001$. So, it can be concluded that programme received by the teaching staff makes a positive contribution to the professional competence and character of the teacher. Data on the perception and satisfaction of the teaching staff are collected using a Likert scale, with a value range of 1–5 from dissatisfied to very satisfied. The value of satisfaction during the implementation of the process was 4.6 out of a maximum value of 5. This means that the character education programme designed by the researcher can make a positive contribution to the competence of teachers. A survey of teacher satisfaction levels was also conducted at the end of the programme session. The results show an average of 4.80 on a scale of 1–5.

Assessment of the character education programme is also carried out on the components of social awareness and the language character of students and teachers. The assessment is done by means of observation during interactions in the community using a rubric. The rubric for assessing language use and level of care uses several specific criteria that focus on social skills, cooperative abilities and mutual support abilities. Some of the components that are assessed in the community are attitudes and behaviours that show student care and the use of the teacher's language in supporting student activities. The observation rubric uses a Likert scale of 1–4 with levels ranging from poor to exemplary. The results of observations on this attitude component are given to the school as material in determining further actions. The results of observations on the use of language by teachers were obtained from 220 teachers, namely 30% were at the exemplary level, 35% were good, 25% were at the moderate level and 10% were at the bad level. Data on the level of concern from 220 teachers showed that 20% were at the exemplary level, 40% were at the good level, 35% were at the moderate level and 5% were at the bad level. The data on the components of social care and students' language character are as follows. The results of observations on the use of language in students obtained results from 2,000 students, namely 35% were at the exemplary level, 35% were at the good level, 20% were at the moderate level and 10% were at the bad level. Data on the level of concern from 2,000 students showed that 25% were at the exemplary level, 35% were at the good level, 35% were at the moderate level and 5% were at the bad level. In addition to observation, the teacher conducts a self-assessment on the components of language use and discipline. The results showed that the character education programme showed a significant increase in scores ($r^2 = 0.40$ and 0.70).

3.3. Instrument and research procedure

Data were collected using a mixed method that combines qualitative and quantitative data. The research used instruments like questionnaires, observations and other supporting data to strengthen the data regarding the character of students and teachers. The use of this mixed method makes the data not only more robust and stable but also provides a deeper understanding. The steps used by the researchers started from assessing the competence of the teacher's self-assessment and giving questionnaires to students to determine the overall character of students. The data were collected to determine the beliefs of teachers and students about the atmosphere and climate in their school premises. Observation of students through questionnaires focused on students' perceptions of class, teachers, social competence and morale of students. Researchers used a Likert scale with values ranging from 1 to 5 (strongly disagree–strongly agree). The validity and reliability test of the instrument was carried out through empirical tests which were tested on 100 teachers and through expert judgment. As a result, this instrument meets the criteria for use. The duration of the implementation of this character education programme is one semester or 6 months.

Self-assessment questionnaires for teachers and students were given to students in grades 3–5. The results of data processing from the self-assessment questionnaire are presented in Tables 4

and 5. The self-assessment scale includes 1) students' independence and level of influence; 2) classmate and teacher support; 3) school environment care level for themselves; 4) respect and trust in the teacher; and 5) a sense of caring for others at school. The teacher's self-assessment scale includes 1) teacher motivation; 2) teaching pleasure; 3) interaction with students; 4) principal support; 5) support from parents; 6) support from work colleagues; and 7) level of trust in students. All Cronbach scores on the questionnaire items used by the researcher are above 0.60. This shows that the questionnaire items used by the researcher meet the criteria for use.

3.4. Data analysis

As the first step, the researcher calculates descriptive statistics, then data processing using inferential statistics. MANOVA is used to present the main statistical data to answer the first problem formulation. The presentation of descriptive statistical data can be seen in Tables 4 and 5. Furthermore, the researcher used MANOVA to answer the research problem formulation of the influence of character education programmes on teacher attitudes in the both groups. The researcher used the MANCOVA test as the main statistic to answer the second research problem formulation. MANCOVA shows that the age of students has a significant correlation with the scale of measurement of students' attitudes and perceptions. The final problem formulation is to see the effect of the programme on students' cognitive and non-cognitive aspect. The researcher used ANCOVA test, multiple regression and analysis of variance (ANOVA) test to answer the last problem formulation.

4. Results

The presentation of the result data is carried out according to the research questions posed by the author. The results are grouped into three sub-categories: the influence of the programme on the teachers' self-assessment ability; the effect of character education on the attitudes and perceptions of students towards the school, teachers and friends; and the influence of the character education programme on cognitive and non-cognitive aspects.

Table 4

Teachers' Self-Assessment

Questionnaire component	Intervention (<i>n</i> = 220) <i>M</i> (SD)	Control (<i>n</i> = 200) <i>M</i> (SD)
Staff cooperation	5.13 (0.83)	4.81 (0.80)
Level of trust in students	3.81 (0.95)	3.52 (0.81)
Satisfaction as a teacher	5.11 (0.60)	5.20 (0.62)
Fun doing errands	5.05 (0.71)	5.10 (0.70)
Positive correlation among students	4.60 (0.70)	4.70 (0.71)
Main support	5.20 (0.72)	5.42 (0.70)
Positive relationship between teacher and students	4.90 (0.61)	4.90 (0.61)

Table 5

Students' Self-Assessment

Component sub-scale	Intervention (<i>n</i> = 2,300) <i>M</i> (SD)	Control (<i>n</i> = 2,000) <i>M</i> (SD)
Student effect level	3.51 (0.80)	3.30 (0.80)
Support each other in class	3.88 (0.94)	3.89 (0.90)
Love for school	4.02 (1.12)	4.12 (1.10)
Trust and respect for teachers	4.56 (1.07)	4.50 (1.13)
Awareness level	3.90 (0.80)	3.91 (0.80)

Presentation of data on cognitive and non-cognitive aspects provides data information on individuals, race, gender, current and past achievements, suspensions and percentage of attendance. This additional information helps the researcher in interpreting, analysing and inferring the data. This information was collected from 10 students who were participants in both groups.

4.1. The influence of the character education programme on the teachers' self-assessment ability

Data on the influence of the programme on the teachers' self-assessment ability is carried out in two steps. As the first step, the researcher calculates descriptive statistics, then data processing using inferential statistics. MANOVA is used to present the main statistical data to answer the first problem formulation. The presentation of descriptive statistical data can be seen in Tables 4 and 5. Furthermore, the researcher used MANOVA to answer the research problem formulation of the influence of character education programmes on teacher attitudes in both groups. MANOVA shows that the programme has a significant effect on the attitude of teachers in carrying out their duties as teachers and interacting with students and other personnel. The influence of the programme on the teachers' attitude resulted in the value of $F(9, 306) = 7.32, p < 0.001$. Furthermore, the researchers conducted a univariate follow-up test with the results showing that there were significant differences between teachers in the experimental and control groups in the following components: a) principal aspects in supporting teachers, with a value of $F(2, 325) = 7.52, p < 0.05, ES = -0.30$; b) support from teaching colleagues by producing a value of $F(2, 325) = 15.61, p < 0.001, ES = 0.50$; and c) teacher trust in students, with a value of $F(2, 325) = 11.23, p < 0.01, ES = 0.40$. From this value, it can be concluded that the programme makes a significant contribution to the components of the teachers' attitude. Furthermore, to determine the impact of the programme on students, it can be seen in the discussion of the next problem formulation.

4.2. The influence of the character education programme on students' attitudes and perceptions about the school atmosphere, teachers and friends

The second research problem formulation is the influence of the programme on students' attitudes and perceptions about their school environment. To test this effect, the researcher used the MANCOVA test as the main statistic to answer the second research problem formulation. MANCOVA shows that the age of students has a significant correlation with the scale of measurement of students' attitudes and perceptions. Students who are more mature have lower independence/autonomy, support from friends and teachers, trust in teachers and lower levels of concern. So, overall, students who are more mature have lower attitude scales on all of these components than students who are younger. Based on the results of the MANCOVA test, the significant effect of the character education programme on students' attitudes has a value of $F(6, 4,085) = 20.54, p < 0.001$. Furthermore, the researcher used a univariate test to see the difference with the control group. Based on the univariate follow-up test, a significant difference in attitude scale was found in the experimental group and the control group. The value of each component is as follows: a) the freedom and influence of students in the class has a value of $F(2, 4,122) = 81.60, p < 0.001, ES = 0.30$; and b) classmate support has a value of $F(2, 42,853) = 8.81, p < 0.01, ES = 0.10$. Among several components of the attitude scale, there is the most significant attitude component as a result of the influence of the character education programme, namely the autonomy attitude component and the influence of students based on the interaction of students' age, with the value of $F(4, 4,985) = 50.61, p < 0.01$. The level of student autonomy and influence shows consistency in young and adult students in the character education programme. However, students in the control group with mature age experienced a decrease in the level of autonomy and influence of students in the classroom.

4.3. The influence of character education programmes on cognitive and non-cognitive levels

The final problem formulation is to see the effect of the programme on students' cognitive and non-cognitive aspect. The researcher used ANCOVA test, multiple regression and ANOVA test to answer the last problem formulation. The results of the test analysis are used as the main statistics in

answering the formulation of this problem. There was no significant difference in students' reading ability in the experimental and control groups, with a value of $F(1, 26) = 0.70$, $p > 0.05$, in the pre-test phase. However, at the time of implementation, there was an increase in students' reading ability. Based on the results of ANCOVA, schools that received treatment with the character education programme showed a significant increase in reading, with a value of $F(1, 12) = 12.80$, $p < 0.01$. The difference in the percentage increase was in reading ability, namely the control group showed an increase of 30%, while the experimental group showed a fairly high increase, namely 60%, in early reading competence.

Furthermore, the researcher conducted a regression test so that the size of the effect was more appropriate to see the impact of the character education programme on reading ability. In the first stage, the students' reading scores at the pre-test were used in the regression model; then, the reading scores in the post-test were included. The dependent variable is the ability to read and the independent variable is the character education programme. The regression results showed that reading ability showed a significant increase in the regression model, with the value of $F(1, 5) = 12.89$, $p < 0.05$; R^2 increases to = 0.10, = 0.30. This shows that the character education programme makes a significant contribution to students' reading competence. At the time of programme implementation, there was no difference with the presentation of student attendance in the programme. So, the character of students can affect reading competence. This happens because the character of discipline and good attitude can instil a mindset that encourages students to be able to practice reading skills consistently.

5. Discussion

Self-assessment of teachers as part of the results of this study can be used as material in the assessment and development of teaching staff in secondary schools. The character education programme designed by this researcher as a whole makes a positive contribution to the ability of teachers' self-assessment, teacher professional competence, student attitudes and character and students' cognitive and non-cognitive abilities. Education, if it is carried out by not only paying attention to the cognitive domain but also paying attention to the character education of students and their teaching staff, will become education that is able to form students as a whole (Metcalf & Moulin-Stožek, 2021; Osman, 2019). School staff is a very important aspect in facilitating students and teachers to be involved in the school community at the elementary school level in order to improve academic competence and non-academic competence. Based on the design of the programme of character education model that the researcher put forward at the beginning (Table 1), the development of professional competence of teachers has an important role in facilitating students to not only have academic competence but also have good attitudes and characters, one of which is in increasing the character of caring student (Christou, 2013; Pike et al., 2021). Based on the results of the study, the teacher's self-assessment component in the experimental group had a higher score than the level of support from colleagues and the level of trust between teachers and students. From these results, it can be concluded that the programme is effective in increasing the ability of teachers' perceptions of school staff as a learning community that cares for each other.

This study is in accordance with previous research which found that character education programmes through learning communities can improve the ability of teachers to work together to improve their professional competencies and increase the teacher's sense of trust in students (Dawidowicz, 2003; Dobson & Dobson, 2021). An interesting finding in this study is that the majority of teachers are able to follow the directions or curriculum materials, but their teaching styles and classroom management methods are difficult to change. This is in accordance with social theory, which states that when individuals are used to doing something, the level of individual resistance to something new increases. In general, this character education programme has a significant effect on teacher self-assessment, which includes the level of motivation, enjoyment of teaching, interaction with students, support from superiors, support from parents, support from work colleagues and level of trust in students. In addition to having an impact on the competence of teachers, the character

education programme also makes a significant contribution to the character of students (Leming, 2000; Liang, 2016; Martinson, 2003). It was found that this character education programme made the class atmosphere change to a level of autonomy, and the influence of classmates, as well as the level of concern for mutual support between friends, increased. The overall level of influence of the programme on the level of autonomy and class influence was at medium level. These results indicate that there is a difference in the influence of the programme on the teacher's character. The programme showed a high influence on students' autonomy and the influence of older and younger students in the experimental group. However, the level of autonomy and influence of students in the class in the control group was higher for younger students than for adult students.

In accordance with the character education model designed by the researcher, this type of character education has a significant effect on students' cognitive and non-cognitive abilities. Students in schools that received intervention in the character education programme had superior reading competence compared to students in schools that did not receive intervention. This means that the application of this character education model is effective in improving students' cognitive competence in reading. The increase in students' reading ability is caused by the increase in motivational characters, so students are motivated to improve their reading skills. Improving reading skills is also related to the literacy activities programmed by the school. Character education becomes the basic foundation for students' improving cognitive competence, as well as increasing their non-cognitive competence (Paul et al., 2020; Snyder et al., 2010). In addition, with the increasing level of caring character, respect for teachers makes students more optimal in receiving lessons compared to students who do not have respect for and trust in teachers. The character of the level of care and love of peace between fellow beings can also foster attention to the backward competence of their friends, so that students who have superior abilities can help students who are lacking through the learning community (Hauer & Hauer, 2000; Stephens & Wangaard, 2013). Overall, the character components that appear to increase in students include autonomy and the level of influence of students, support from classmates and teachers, the level of concern for the school environment for themselves, respect and trust in teachers and a sense of caring for others at school.

Character education becomes a controversial issue if it is included in the formal school curriculum. The Indonesian government integrates the character education component into each subject according to the inculcation of character values. Therefore, teachers are required to be able to integrate character values into every subject they teach. In order to develop the competence of teachers in instilling character values, the character education programme designed by researchers facilitates teachers on how to package the learning process while simultaneously integrating it with character values (Metcalf & Moulin-Stožek, 2021; Osman, 2019). This character education programme must be carried out comprehensively and continuously so that students are able to develop a level of care, trust and respect through real experience. Positive experiences experienced by students who are designed and conditioned through character education programmes are able to familiarise students with positive impressions. Conversely, if students receive bad experiences both from teachers and other students, they will display bad character towards others. The results of this study are strengthened by previous studies that looked at the impact of character education on students' cognitive and social abilities. Students who receive character education interventions are better able to control their attitudes in participating in the learning process, both in terms of their activeness in participating in the learning process (academic), as well as their activity in helping friends who are having difficulties.

6. Conclusion, limitation and recommendation

Character education programmes in general are able to develop professional competence and teacher attitudes towards fellow staff and students. In addition, this character education programme also affects students' cognitive abilities, especially in reading competence and non-cognitive abilities (social skills, character, attitudes and perceptions of students). The character of the students who

appear to have improved as a result of the programme of character education include the freedom and level of influence of students; support from classmates and teachers; the level of concern for the school environment for themselves; respect and trust in teachers; and a sense of caring for others at school. Character improvement in teachers is self-assessment, which includes teacher motivation, teaching pleasure, interaction with students, principal support, support from parents, support from colleagues and the level of trust in students. The implication of this research is the importance of the character education component for both teachers and students. Character education is very important for teachers because it enables teachers to conduct self-assessments that can encourage improvements in professional and social competence for both colleagues and students. The implication for students is that a comprehensive and continuous character education programme can make students' characters better. The improvement of this character has a direct impact on students' cognitive abilities. This study has several limitations, including the researchers did not pay attention to the gender variable for both teachers and students; the limited time for implementing the programme, which was carried out for one semester, which might affect its impact; and the limited number of schools involved. Based on the limitations of the study, the researcher suggests that further research should pay attention to gender variables that can provide different effects of the programme on the character of male and female students. In addition, educational programmes are recommended to be implemented for a longer duration because they will have a more significant effect. The researcher also recommends that future research should involve more participants and with qualitative analysis to test participants' opinions about the implementation of character education programmes so that the findings are more comprehensive.

7. References

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